

Missouri Department of Elementary and Secondary Education Special Education District Profile

FRANCIS HOWELL R-III (092-088)

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts* and the state to meet those targets. Missouri is also required to publicly report on the performance of each district in relation to the targets established in the SPP. The State Performance Plan can be found online at:
<http://www.dese.mo.gov/divspeced/SPPpage.html>

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the district met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the district directly to DESE.

*The word "district" includes responsible public agencies such as local school districts, charter schools and state operated programs.

Questions? Please contact the Division of Special Education - Data Coordination at 573-526-0299 or webrepliespedc@dese.mo.gov.

SPP Targets and District Status				
SPP Indicator*	District Data 2007-08		Target	Target 2010-11
Early Childhood Special Education Data				
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)	NA	NA	= 100.00%	= 100.00%
Child Count and Educational Environment Data				
Percent of children with IEPs inside regular class at least 80% of the day (SPP 5a)	57.93%	Not Met	≥ 59.00%	≥ 60.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5b)	8.24%	Met	≤ 10.80%	≤ 10.50%
Percent of children with IEPs served in separate settings (SPP 5c)	1.36%	Met	≤ 3.40%	≤ 3.20%
Was district identified as having disproportionality of racial/ethnic groups in special education or in specific disability categories that is the result of inappropriate identification? (SPP 9/10)	No			
Assessment Data				
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3b)	99.51%	Met	≥ 95.00%	= 100.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3b)	99.52%	Met	≥ 95.00%	= 100.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3c)	20.96%	Not Met	≥ 51.00%	≥ 75.50%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3c)	26.44%	Not Met	≥ 45.00%	≥ 72.50%
Evaluation Data				
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11)	NA	NA	= 100.00%	100.00%
Parent Survey Data				
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)	76.22%	**	≥ 72.50%	≥ 80.00%
Suspension/Expulsion Data				
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4a)	No			
Secondary Transition Data				
Graduation rate for students with disabilities (SPP 1)	85.41%	Met	≥ 75.00%	≥ 78.50%
Dropout rate for students with disabilities (SPP 2)	3.62%	Met	≤ 4.30%	≤ 3.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)	NA	NA	= 100.00%	= 100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school (SPP 14)	90.78%	Met	≥ 74.00%	≥ 75.50%

* Only those indicators for which data are available and/or targets have been established are included in this summary

** Data are collected from districts in conjunction with their MSIP review, so data is not available for all districts every year. For districts with data, the met/not met call for compliance indicators is pending finalization of the compliance desk review of district data

Early Childhood Special Education (ECSE) Data

Early Childhood Special Education Child Count and Participation Rates

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5		
	Child Count	Participation Rate
2007-08	363	9.69%
2006-07	363	9.69%
2005-06	353	9.42%
State 2007-08	11,315	6.06%

Source: District reported data from Core Data Screen 11 and census data (2003 estimates)
Participation Rate = Child Count / Census

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2006-2007		2007-2008		State 2007-2008
	#	%	#	%	%
In the regular early childhood program at least 80%	318	87.60%	314	86.50%	48.14%
In the regular early childhood program 40-79%	9	2.48%	7	1.93%	12.43%
In the regular early childhood program less than 40%	1	0.28%	1	0.28%	4.01%
Separate Class	10	2.75%	9	2.48%	23.23%
Separate School	4	1.10%	3	0.83%	1.77%
Residential Facility	0	0.00%	0	0.00%	0.02%
Home	0	0.00%	0	0.00%	1.55%
Service Provider location	21	5.79%	29	7.99%	8.85%
Total Early Childhood	363	100.00%	363	100.00%	100.00%

Source: District reported data from Core Data Screen 11
Percentage = Educational Environment / Total Educational Environment

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	Number referred and eligible	IEPs developed within acceptable timelines	Percent developed within acceptable timelines	State		
				2005-06	2006-07	2007-08
2006-07	21	19	90.48%	95.77%	93.13%	97.38%

Source: Data are collected from districts in the year prior to MSIP review; therefore not available for all districts every year

Early Childhood Outcome Data (SPP 7)

Data will be included in this report beginning in the 2009-2010 school year.

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Total Excluding PPPS	Incidence Rate 2007-08	State 2007-08
Mental Retardation	87	0	87	0.49%	1.25%
Emotional Disturbance	155	0	155	0.87%	0.88%
Speech/Language Impairment	721	58	663	3.72%	3.86%
Orthopedic Impairment	12	0	12	0.07%	0.06%
Visual Impairment	14	0	14	0.08%	0.06%
Hearing Impairment	28	0	28	0.16%	0.14%
Specific Learning Disabilities	579	4	575	3.23%	4.85%
Other Health Impairment	299	1	298	1.67%	1.85%
Deaf/Blindness	2	0	2	0.01%	0.00%
Multiple Disabilities	27	2	25	0.14%	0.17%
Autism	138	0	138	0.77%	0.57%
Traumatic Brain Injury	3	0	3	0.02%	0.05%
Young Child w/ Developmental Delay	72	7	65	0.36%	0.18%
Total	2,137	72	2,065	11.59%	13.92%

Source: District reported data on Core Data Screens 11 and 16. Child Count data is as of December 1

Incidence rate = Total excluding PPPS / enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the regular education classroom.

Placement Categories	2005-2006		2006-2007		2007-2008		State 2007-2008
	#	%	#	%	#	%	%
Inside Regular Class >79% (SPP 5a)	1,437	62.15%	1,328	59.82%	1,238	57.93%	58.39%
Inside Regular Class 40-79%	594	25.69%	615	27.70%	622	29.11%	25.89%
Inside Regular Class <40% (SPP 5b)	199	8.61%	184	8.29%	176	8.24%	9.99%
Private Separate (Day) Facility*	5	0.22%	3	0.14%	7	0.33%	0.70%
Public Separate (Day) Facility*	19	0.82%	21	0.95%	18	0.84%	1.43%
Homebound/Hospital*	10	0.43%	9	0.41%	4	0.19%	0.55%
Private Residential Facility*	0	0.00%	0	0.00%	0	0.00%	0.00%
Correctional Facility	N/A	N/A	0	0.00%	0	0.00%	0.13%
Parentally Placed Private School	48	2.08%	60	2.70%	72	3.37%	1.95%
State Operated Separate School^	0	0.00%	0	0.00%	0	0.00%	0.95%
Total School Age	2,312	100.00%	2,220	100.00%	2,137	100.00%	100.00%
Total of Separate Placements* (SPP 5c)	34	1.47%	33	1.49%	29	1.36%	3.64%

Source: District reported data on Core Data Screen 11

***Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

^This category is only used by Missouri School for the Blind, Missouri School for the Deaf and State Schools for the Severely Handicapped

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories (special education data excludes PPPS students)

	White %	Black %	Hispanic	Asian %	Indian %	Total %
Total District Enrollment (K-12)	89.60%	5.73%	2.04%	2.38%	0.25%	100.00%
Total IEP Child Count (3-21)	88.14%	7.29%	2.39%	1.94%	0.25%	100.00%
Mental Retardation	86.21%	8.05%	3.45%	2.30%	0.00%	100.00%
Emotional Disturbance	87.74%	10.97%	0.00%	0.65%	0.65%	100.00%
Speech/Language Impairment	91.03%	5.29%	2.50%	1.18%	0.00%	100.00%
Specific Learning Disability	84.70%	10.96%	2.61%	1.57%	0.17%	100.00%
Other Health Impairment	88.93%	7.05%	1.34%	2.35%	0.34%	100.00%
Autism	89.86%	7.25%	0.00%	2.17%	0.72%	100.00%

Source: District reported data on Core Data Screens 11 and 16

Student Assessment Data

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3b and 3c)

The following table indicates statewide assessment results for students with disabilities

Grade	Accountable	Participation Rate (SPP 3b)	Proficient or Advanced Percent (SPP 3c)	State Proficient or Advanced Percent	Accountable	Participation Rate (SPP 3b)	Proficient or Advanced Percent (SPP 3c)	State Proficient or Advanced Percent
2007-08 - IEP MAP and MAP-A								
	Communication Arts					Mathematics		
3	198	100.00%	30.81%	25.80%	197	100.00%	39.09%	30.20%
4	143	100.00%	27.27%	23.80%	143	100.00%	32.17%	27.70%
5	140	99.29%	28.06%	23.30%	140	99.29%	31.65%	23.90%
6	130	98.46%	15.63%	17.90%	130	98.46%	21.88%	23.10%
7	149	98.66%	14.29%	15.90%	148	98.65%	22.60%	20.50%
8	126	100.00%	13.49%	14.10%	126	100.00%	14.29%	16.00%
HS	135	100.00%	11.85%	8.60%	165	100.00%	18.18%	14.80%
3-5	481	99.79%	28.96%	24.30%	480	99.79%	34.86%	27.37%
6-8	405	99.01%	14.46%	16.02%	404	99.01%	19.75%	19.91%
All	1,021	99.51%	20.96%	19.03%	1,049	99.52%	26.44%	22.64%
2006-07 - IEP MAP and MAP-A								
	Communication Arts					Mathematics		
3	179	98.88%	25.42%	24.40%	178	100.00%	33.15%	29.60%
4	166	98.80%	30.49%	23.60%	166	100.00%	36.75%	27.00%
5	178	97.75%	28.74%	20.80%	177	98.87%	30.29%	23.90%
6	158	98.73%	16.03%	16.20%	156	98.72%	24.03%	20.60%
7	148	99.32%	17.01%	14.10%	148	99.32%	17.69%	17.40%
8	140	100.00%	14.29%	11.30%	140	100.00%	15.00%	14.20%
HS	198	92.93%	9.78%	9.80%	154	100.00%	16.88%	11.50%
3-5	523	98.47%	28.16%	22.98%	521	99.62%	33.33%	26.88%
6-8	446	99.33%	15.80%	13.86%	444	99.32%	19.05%	17.37%
All	1,167	97.86%	20.40%	17.63%	1,119	99.55%	25.40%	20.89%
2005-06 - IEP MAP and MAP-A								
	Communication Arts					Mathematics		
3	187	98.93%	24.30%	23.30%	187	98.93%	38.40%	28.90%
4	180	99.44%	24.60%	21.80%	181	100.00%	33.70%	25.30%
5	170	100.00%	23.50%	18.60%	170	100.00%	25.30%	20.80%
6	148	97.30%	13.90%	14.50%	147	99.32%	19.20%	17.70%
7	164	98.78%	14.20%	12.10%	164	99.39%	12.30%	14.10%
8	168	99.40%	12.60%	10.90%	168	100.00%	17.30%	13.00%
HS	160	95.63%	11.80%	10.10%	219	100.00%	11.40%	10.40%
3-5	537	99.44%	24.16%	21.25%	538	99.63%	32.65%	25.02%
6-8	480	98.54%	13.53%	12.48%	479	99.58%	16.14%	14.90%
All	1,177	98.56%	18.19%	16.22%	1,236	99.68%	22.48%	18.80%

Source: MAP Assessment - includes MAP and MAP-A results

Participation Rate = Reportable / Accountable

Proficient or Advanced Percent = (Number of Proficient + Number of Advanced) / Reportable

Evaluation, Parent Involvement and Suspension/Expulsion Data

District Adequate Yearly Progress (AYP) for Students with Disabilities (SPP 3a)

Student assessment data is evaluated for AYP purposes for a specific subgroups of students, one of which is students with disabilities. For district AYP status, refer to School Data and Statistics website:
<http://www.dese.mo.gov/schooldata/>

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	Number evaluated	Number within acceptable timelines	Percent within acceptable timelines	State		
				2005-06	2006-07	2007-08
2006-07	201	198	98.51%	94.74%	93.73%	96.53%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

*Pending finalization of the Special Education Compliance review

Parent Survey Data (SPP 8)

Parents are asked about their level of involvement with their children's education on the MSIP Parent Survey. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities

Reporting Year	Total Responses	Number Agree/ Strongly Agree	% Agree/ Strongly Agree	State	
				2006-07	2007-08
2007-08	698	532	76.22%	69.42%	72.18%

Source: MSIP Parent Advance Questionnaire

Note: Data collected from districts in conjunction with the MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

Suspension/Expulsion Data (SPP 4a)

School Year 2007-2008	District					State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students		#	Rate per 100 students	#	Rate per 100 students	
OSS - All	232	11.2	759	4.8	2.33	15,625	12.5	52,212	6.8	1.85
OSS > 10 Days	85	4.1	234	1.5	2.77	4,706	3.8	14,197	1.8	2.05
ISS - All	283	13.7	1,072	6.8	2.01	18,865	15.2	80,443	10.4	1.45
ISS > 10 Days	72	3.5	164	1.0	3.35	4,055	3.3	12,820	1.7	1.96
Total OSS and ISS	515	24.9	1,831	11.6	2.15	34,490	27.7	132,655	17.2	1.61
	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students		#	Rate per 100 students	#	Rate per 100 students	
	#	Rate per 100 students	#	Rate per 100 students		#	Rate per 100 students	#	Rate per 100 students	
OSS - All	440	21.3	1,331	8.4	2.52	31,501	25.3	93,966	12.2	2.07
OSS > 10 Days	96	4.6	262	1.7	2.80	5,036	4.0	15,025	2.0	2.07
ISS - All	649	31.4	1,960	12.4	2.53	49,413	39.7	191,590	24.9	1.60
ISS > 10 Days	82	4.0	186	1.2	3.36	4,340	3.5	13,538	1.8	1.98
Total OSS and ISS	1,089	52.7	3,291	20.9	2.53	80,914	65.0	285,556	37.1	1.75

Source: District reported data on Core Data Screens 9, 11 and 16

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5k-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities (SPP 1, 2)

The following table indicates the numbers and percents of students with disabilities who graduate or drop out from school

	2005-06	2006-07	2007-08	*State 2007-08
Graduation data (SPP 1)				
Number of students with disabilities who graduated	134	141	158	6,621
Graduation rate for students with disabilities	84.28%	83.93%	85.41%	76.66%
Dropout data (SPP 2)				
Number of students with disabilities ages 14 - 21	851	818	746	45,261
Number of students with disabilities who dropped out	25	27	27	2,016
Dropout rate for students with disabilities	2.94%	3.30%	3.62%	4.45%

Source: District reported data on Core Data Screens 12 and 11

Graduation rate = Graduates / (Graduates + Dropouts) x 100

Dropout rate = Dropouts / 14-21 Child Count x 100

For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not known to continue and 08-Dropped out

NA - Elementary districts do not report their high school students, therefore will not have a graduation or dropout rate.

*Totals exclude data reported by Dept of Corrections

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	Total Reviewed	Number Met	Percent Met*	State		
				2005-06	2006-07	2007-08
2006-07	15	12	80.00%	46.96%	73.81%	82.50%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

* Pending finalization of the Special Education Compliance review

Follow-up on Previous Year's Graduates (IEP) (SPP 14)

Districts are required to follow-up with all graduates six months after graduation. The following table indicates the district-reported data.

	2006 Graduates		2007 Graduates		State 2007 Graduates	
	#	%	#	%	#	%
4 - Year College	37	27.61%	40	28.37%	810	12.03%
2 - Year College	35	26.12%	44	31.21%	1,661	24.67%
Non - College	18	13.43%	17	12.06%	366	5.44%
Military	7	5.22%	6	4.26%	195	2.90%
Employment	22	16.42%	21	14.89%	2,351	34.92%
Other	0	0.00%	0	0.00%	516	7.66%
Unknown	1	0.75%	16	11.35%	589	8.75%
Total Employed / Continuing Education	119	88.81%	128	90.78%	5,383	79.96%
Total Follow-up	120	89.55%	144	102.13%	6,488	96.38%
Not reported	14	10.45%	-3	-2.13%	244	3.62%
Total Graduates	134	100.00%	141	100.00%	6,732	100.00%

Source: District reported data on Core Data Screen 08

Total Employed & Continuing Education = Sum of (4-year and 2-year college, non-college, military and employment) / graduates